



PILGRIM  
**PATHWAYS**  
SCHOOL

# EQUALITY & COMMUNITY COHESION POLICY [019]

<b>Approved by:</b>	Management Committee	<b>Date approved:</b>	1 <sup>st</sup> February 2022
<b>Date reviewed:</b>	March 2018 March 2021 February 2022	<b>Next review due by:</b>	February 2025
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## 1. Policy Introduction

Pilgrim Pathways School is committed to creating an environment in which all members of the community are equally valued and have equal opportunities to achieve their full potential. Pilgrim Pathways School will meet the three aims of the general duty of the Equality Act 2010 and recognises that the Act covers all aspects of the school's work and establishes nine strands or 'protected characteristics' related to:

- AGE (not in terms of school pupils or prospective pupils)
- DISABILITY
- ETHNICITY and RACE
- GENDER
- GENDER IDENTITY AND TRANSGENDER
- MARRIAGE and CIVIL PARTNERSHIP
- PREGNANCY, MATERNITY and BREASTFEEDING
- RELIGION and BELIEF
- SEXUAL IDENTITY and ORIENTATION

Pilgrim Pathways School is an inclusive school which promotes universal values including, respect, equality, tolerance, empathy, and community harmony.

The Equality Act comprises a general duty and specific duties. The general duty also known as the (Public Sector equality duty – PSED) requires all schools to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this ACT
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet our responsibilities, Pilgrim Pathways School monitors termly the progress of all students.

## 2. Definition of 'due regard'

Pilgrim Pathways School recognises that there are six principles established by case law underlying 'due regard' (sometimes known as 'the Brown principles', after the specific case which generated them) – awareness, timeliness, rigour, non-delegation, continuous, and record-keeping:

1. **Awareness:** all staff should know and understand what the law requires.

2. **Timeliness:** the implications for equalities of new policies and practices should be considered before they are introduced.
3. **Rigour:** there should be rigorous and open-minded analysis of statistical evidence, and careful attention to the views of the workforce and stakeholders.
4. **Non-delegation:** compliance with the PSED cannot be delegated.
5. **Continuous:** due regard for equalities should be happening all the time.
6. **Record-keeping:** it is good practice to keep documentary records to show that equalities have been considered when decisions are being made.

### 3. Implications for Pilgrim Pathways School staff and individual centres

Pilgrim Pathways School acknowledges the implications of the duty and will ensure that there are the necessary processes, policies and procedures to ensure that it meets its legal duty.

- Having 'due regard' for the 3 aims of the general duty is likely to entail that the Pilgrim Pathways School ensures there are processes of consultation and engagement where appropriate with people who are affected by a school's decisions.
- The school also acknowledges its duty to publish information detailing any consultation and engagement and any equality analysis undertaken in complying with the duty.
- The school understands that it is no longer a requirement to develop and publish equality policies & schemes
- There is no requirement to take account of national priorities in formulating school equality objectives
- Pilgrim Pathways School will publish statements of overall policy and principles which will be available on the school website

#### What does 'due regard' look like in the classroom?

Teachers in Charge in each centre regularly review the curriculum provision to ensure that it is broad, balanced and non-stereotypical. In doing so the Pilgrim Pathways School tries to ensure that it:

- Takes account of and raises awareness of equality and diversity issues in planning and delivery of the curriculum
- Continuously revisits planning and classroom practice to ensure they it is still relevant, appropriate and has a positive impact on the pupils and their learning about the wider world view
- Listens to and involves children, young people and families
- Is vigilant and confident to respond appropriately to prejudice-related incidents when they occur

### 4. Equality Information and Objectives

Pilgrim Pathways School is an inclusive school that is extremely proud of the way it promotes diversity and values the achievements of all groups of pupils. The school is a highly reflective organisation and has developed systems for continued self-evaluation and improvement.

Each centre closely monitors all incidences of bullying and works with the MDT team within the hospital to address and monitor behaviour. Pilgrim Pathways School Behaviour and Safeguarding Policy is reviewed annually.

#### Objective 1: Ensure policies and procedures are in place and effectively maintained.

- The school ensures that the relevant policies and procedures are in place and, where necessary and applicable, cross-over and/or conflict with NHS policies and procedures is identified and a common practise / approach agreed.
- Policies and procedures relating to equality and diversity such as: equality policy, bullying policy, safeguarding policy, recruitment policy, admissions policy, extenuating circumstances policy, performance policy, and equality impact assessment policy.

#### Objective 2: Ensure staff are trained and can access further professional development.

- The school ensures training is regularly undertaken by staff and the impact of this is evidenced in daily practice. Training may include: anti-discriminatory practice, ethics and values, and dealing with disclosures.
- Equalities is also included as part of the new staff induction for both staff and governors.

**Objective 3: Ensure an inclusive curriculum is in place and extended curriculum opportunities are offered**

- The school ensures that the curriculum is inclusive of diversity and teaches children about prejudice and bias, where appropriate. This may not always be explicitly possible to due purpose of the child's admission, however this will always be considered on an individual-by-individual basis.
- The school ensures that extra-curricular activities are inclusive and promote advancement of equal opportunity and fostering of good relationships.

**Objective 4: Ensure regular opportunities for pupil and parent feedback**

- The school keeps records of parent surveys and child surveys to show how feedback is incorporated into school functioning. This is also captured and shared by NHS colleagues.

**Objective 5: Ensure pupil profiles and protected characteristics are recognised, and the schools functioning promotes quality opportunities for all**

- The school understands the differences and uniqueness of each centre and pupils within their communities. This ensures that our functioning promotes equality across all student backgrounds.
- The school collects data and hold records about student protected characteristics.

## 5. Equalities Duty Policy

Within the Pilgrim Pathways School, we have too small numbers to report on the academic progress of specific groups of pupils and this would make little sense statistically. However, we are committed to ensuring that **all** children achieve their academic, creative, physical, intellectual, and social and emotional potential and tracks the progress of all pupils as individuals. Pilgrim Pathways School has developed a robust tracking system the termly 'The Difference We Make' report and delivers a curriculum based on the principle of giving every child a chance knowing that every child has the right and ability to achieve.

The teaching teams, Headteacher and schools' management committee monitor the progress of each unit and identify trends and set strategic objectives.

The school is an equal opportunity employer.

## 6. Community Cohesion at the Pilgrim Pathways School

In line with current equality legislation the Pilgrim Pathways School determines that a cohesive community is one where:

- We have a shared vision for all communities, there is an emphasis on articulating what binds communities together rather than what differences divide them, there is a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'
- We have a commitment to equality and social justice
- We appreciate the diversity of people's different backgrounds and circumstances to support integration and cohesion in changing societies
- We respect that people should have similar life opportunities irrespective of background
- We work towards strong and positive relationships being developed between people from different backgrounds in our school, our neighbourhood and our workplaces

To achieve these goals the school aims to:

- Close the attainment and achievement gap
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- Contribute to building good community relations and challenge all types of discrimination and inequality

- Remove the barriers to access, participation, progression, attainment and achievement

Through teaching, learning and the curriculum we aim to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of Human Rights and of the responsibility to uphold and defend them, to develop the skills of participation and responsible action. These values form the basis of the SMSC curriculum taught across all settings with the Pilgrim Pathways School. (See SMSC Policy)

Pilgrim Pathways School recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and take into account any socio-economic circumstances. Any disparities identified will be addressed through targeted curriculum planning, teaching and support.

Pilgrim Pathways School provides an appropriate curriculum for pupils of all backgrounds. All pupils participate in the mainstream curriculum of the school, where appropriate and accessible to the individual's needs. The curriculum builds on students starting points and is differentiated appropriately to ensure the inclusion of:

- Boys, girls and other identities
- Pupils learning English as an additional language
- Pupils from minority ethnic groups, including travellers
- Pupils who are gifted and talented
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are at risk of disaffection and exclusion
- Lesbian, Bisexual, Gay and Trans sexual plus (LBGT+)

Our teaching style includes collaborative learning. All pupils will be encouraged to question, discuss and collaborate on problem solving tasks. Pupils will be encouraged to be a resource for their peers. Staff will encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. Extra curricular activities and special events e.g., a school play cater for the interest and capabilities of all pupils and take account of parental preferences related to religion and culture.

To ensure equal opportunities for all to succeed at the highest possible level we aim to remove the barriers to access and participation in learning and wider activities and to eliminate variations in outcomes for different groups.

Staff will challenge stereotypes and foster pupils' critical awareness and concept of fairness enabling them to detect bias and challenge inequalities.

To further engage we aim to provide a means for our pupils and their families, where appropriate, to interact with people from different backgrounds and to build positive relations. We aim to build links with different schools and our communities locally and across the country.

Community cohesion is further embedded in the policies listed below:

- SMSC
- Relationships and Sex Education (RSE)
- Anti Bullying
- Behaviour
- Drug and alcohol
- Equal opportunities
- Special Educational Needs and Disability